

Analyzing Aesthetic Education in International Chinese Language Teaching

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Abstract: With the rapid development of science and technology, the importance of aesthetic education is becoming more and more prominent. Communicating rationality and sensibility with aesthetic education, so that people can become better human beings is one of the important goals of current education. The implementation of aesthetic education in international Chinese language teaching is of great significance, and therefore the cultivation of this aspect should be emphasized in Chinese language classrooms. This paper discusses the importance, methods and strategies of implementing aesthetic education in international Chinese language teaching, aiming to improve students' aesthetic literacy and promote cross-cultural communication.

Keywords: International Chinese Language Teaching; Esthetic Education; Aesthetic Development.

1. Introductory

Aesthetic education, or “education for beauty”, is often referred to as aesthetic education. It is an education that realizes the comprehensive and coordinated development of human knowledge, emotion and mind through the infectious power of aesthetic objects (natural beauty, social beauty and fine arts) in accordance with the principles, laws and methods of aesthetics[1]. In the 1850s, the German aesthetician Schiller put forward the concept of “aesthetic education”, and in his “Brief Notes on Education” he said: “It is through beauty that people can achieve freedom”. In China, the term “aesthetic education” was first translated and put forward by Mr. Cai Yuanpei, a famous educator. With the development of the times, China's comprehensive national strength is increasing, its economy is developing rapidly, and it plays an important role in the international arena, and the Chinese language is loved by friends from all over the world. More and more foreigners are learning Chinese to understand Chinese culture, and more and more countries want to know China. By the end of 2021, there are more than 180 countries and regions in the world carrying out Chinese language education, 76 countries have incorporated Chinese language into their national education system, more than 25 million foreigners are learning Chinese, and the cumulative number of people learning and using Chinese is nearly 200 million. In order to meet the needs of Chinese language enthusiasts and promote Chinese language to the world, China has actively opened Confucius Institutes and Confucius Classrooms around the world, and utilized new media to carry out online teaching. Chinese culture is profound and profound, with a long history, and it is a spiritual treasure trove shared by people all over the world. As Chinese language teachers, we should be good at exploring the beauty factors in Chinese language and culture, not only to equip Chinese language learners with communication skills, but also to let them gain more knowledge and experience beauty, so that they can become people with high aspirations and aesthetic qualities.

In this paper, we will discuss the aesthetic education in international Chinese language teaching in the light of the current resources and status quo of international Chinese language teaching. By exploring the ways of implementing aesthetic education in international Chinese language

teaching, Chinese learners can have a better understanding of our language and culture, learn to sense and appreciate the charm of Chinese language and Chinese culture, cultivate their aesthetic interests, and form lofty aesthetic ideals. Therefore, it is of great significance and value for international Chinese teachers to know how to continuously improve their comprehensive quality and aesthetic literacy, utilize the current rich teaching resources to make the teaching process full of beauty, and let the students experience and feel the beauty.

2. The Significance of Aesthetic Education in International Chinese Language Teaching and Learning

2.1. Motivate and Interest Students to Learn

Affective factors play an extremely important role in second language acquisition, and as individual factors, affective factors mainly refer to motivation, attitude and personality. Implementing aesthetic education in the classroom of international Chinese language teaching can make full use of students' internal motivation and consolidate their external motivation at the same time. Motivation is the internal power that inspires individuals to engage in a certain behavior, which is often expressed as the desire to make efforts to achieve a certain purpose [1]. Chinese language learners have the following main learning purposes: the first one is to treat Chinese as a language tool, which will help them find a job in the future. The first one is to use Chinese as a language tool to help them find a job in the future. Then creating real communicative situations for them in the classroom and designing classroom activities carefully can not only make them enjoy learning but also help them improve their communicative ability. The second kind is very interested in our country while learning the language, and wants to learn some ideological and cultural essence from it. The beauty contained in Chinese culture is various, and making full use of multimedia and other teaching resources in the classroom to let the students experience the beauty of Chinese culture is conducive to letting the students have a lasting motivation to learn. The third kind is very fond of our Chinese culture, very interested in our natural beauty and humanistic beauty. Then we need to not only tell good stories

in Chinese culture, but also let them experience the unique beauty of China's great rivers and mountains, as well as the beauty of science and technology in the development of contemporary China, the convenience of life, and the happiness of the people in the ordinary beauty. Motivation is the desire of human beings to take action in order to fulfill a need, which is either psychological or physiological. Physiological needs are usually an instinct, while psychological ones are self-esteem, desire for success and so on. China's long history and splendid culture are important reasons for attracting Chinese language learners as well as China's impressive achievements in many fields in recent years, especially in the field of science and technology, which attracts more Chinese language learners. The implementation of aesthetic education in the process of international teaching can not only make them understand our culture better but also help to realize the exchange and mutual understanding between Chinese civilization and different civilizations in the world. The implementation of aesthetic education in international Chinese language teaching can help to satisfy the psychological needs of students and keep them motivated to continue learning Chinese.

2.2. Developing Intercultural Communication and Understanding Skills

Intercultural communication refers to the communicative behavior between people with different cultural backgrounds[1]. In the era of new media, people's access to information is becoming more and more convenient and fast, and it is very important for everyone to know how to distinguish the true from the false in the face of mixed information. Some foreign media deliberately distort China's image, make some negative reports or even fabricate some false things to affect China's international image. Then international Chinese teachers need to spread the Chinese story, through aesthetic education, show students the contemporary Chinese social life, and show the image of democracy, civilization, openness and progress of our country. Showing the real China in the classroom allows Chinese language learners to understand the basic national conditions of China, improve their understanding of our country, cultivate students' aesthetic interest in contemporary culture, and enhance the power of information discernment. In the information age, the network world is characterized by pluralism and virtualization, which makes people's aesthetic concepts undergo many changes, and we are exposed to a lot of information and miscellaneous. Some works are entertainment-heavy and heavily formalized. In the face of such a situation, Chinese learners can easily lose their judgment not knowing what is beautiful and ugly, which affects their aesthetic quality. Therefore, it is very important to show the real beauty of China in the classroom. Cultivating learners' appreciation of beauty and understanding of the real Chinese society can make them less confused and have fewer problems in cross-cultural communication. Students can only truly understand China's past and present, and all aspects of China, so that they will be able to realize what is true and what is false and fabricated in the face of incorrect reports and propaganda. Communicating on an equal footing is conducive to intercultural exchange and learning.

2.3. Educate People with Beauty and Promote the Overall Development of Students' Comprehensive Quality

In the classroom of international Chinese language teaching, strengthening the deepening implementation of aesthetic work is of great significance to cultivating Chinese learners' aesthetic thinking ability and driving them to form an excellent aesthetic character in the process of growth. When teaching Chinese language courses, international Chinese teachers need to take the cultivation of students' aesthetic ability as the fundamental guide, optimize teaching measures, and let Chinese language classrooms show their unique charm. As a part of "moral, intellectual, physical, aesthetic and laborious", aesthetic education is an important part of our education, and it is an important carrier to support students in forming good aesthetic thinking, shaping correct aesthetic concepts, and improving comprehensive artistic literacy. International Chinese teachers should take aesthetic education as an important action orientation, and actively carry out aesthetic teaching activities in Chinese language teaching to make the whole classroom environment more vivid. International Chinese teachers should mobilize students' senses in teaching, let students sense and experience beauty in all aspects, help students establish a correct view of aesthetics and learning, so that they can form a good aesthetic thinking in the process of in-depth learning and exploration, and master certain aesthetic knowledge, so that they can better perceive the unique beauty of Chinese culture, and explore the rich cultural elements from it. Adding beauty education in international Chinese classroom can make the classroom have more depth and height, broaden students' insights and open their minds. Because international Chinese language teaching is a second language teaching, the teaching process requires the teacher to make it lively and interesting to attract students to fall in love with Chinese. Teachers need to use some teaching aids such as pictures, objects, videos and audios in the classroom, and if they can choose suitable and beautiful teaching aids and well-produced videos, they will surely enhance students' aesthetic level and interest in learning.

3. Implementation Strategies of Aesthetic Education in International Chinese Language Teaching and Learning

3.1. Selection of Teaching Materials and Content Optimization

Textbook is an indispensable part of international Chinese language teaching, it is the carrier of knowledge that embodies the teaching content and methodology, and it is also the material on which teachers teach and students learn. If we want to integrate beauty education into the classroom of international Chinese language teaching, we have to choose a good textbook first. At present, most of the international Chinese language textbooks are illustrated, which can give students intuitive feelings. With the in-depth application of modern educational technology in international Chinese teaching materials, we can also focus on electronic teaching materials, which are characterized by human-computer interaction and can enhance the effect of Chinese learning. For example, "New Concept Chinese", a Chinese language textbook created and published by Beijinsha, has rich

teaching resources, including textbooks, exercise books, teacher's books, teaching picture cards, audio recordings, as well as accompanying animation videos and online interactive communication systems. There is also Happy Chinese, which also has abundant videos to help students understand what they have learned. Good teaching materials coupled with the teacher's grasp of beauty can help students to better understand the language knowledge and better master the communicative skills. We all know that Chinese phonetics is a major difficulty in teaching because students from different native language backgrounds will encounter different difficulties in learning phonetics, and boring learning will make them feel intimidated. Therefore, when we teach phonetics, we can explore the beauty of Chinese phonetics. We can sing songs to help students experience the tones of the Chinese language, and at the same time, we can use rich and interesting video animations to let them master the pronunciation parts, and we can carry out aesthetic education throughout the process of teaching and learning activities, so that the students can feel the charm of the Chinese language phonetics at the same time of learning the knowledge of phonetics itself. Some simple but rhythmic poems can also be played for students to realize and learn, which reduces the difficulty of learning, stimulates their interest in learning, and makes them more motivated to learn Chinese pronunciation. At different stages of learning, students have to reach different levels of pronunciation, and teachers have to selectively choose suitable teaching materials and contents for them. At the later stage of phonological learning, learners not only need to reach the basic standard of voice tone, but also pay attention to pauses and accents to better express their feelings. Then the students should be made to appreciate the characteristics of Chinese with distinct syllables, alternating sounds and rhymes, and beautiful and melodious sounds. Teachers should not only pay attention to the moderate speed of speech and express themselves clearly, but also have the beauty of rhythm and sound.

3.2. Innovation and Practice of Teaching Methods

In international Chinese language teaching, we can make use of existing teaching methods such as "situational method" and "immersion method", and add aesthetic education into the process of implementation. Taking the scenario approach as an example, the scenario approach requires that under the guidance of the syllabus and teaching materials, when teaching Chinese cognitively, we utilize and create various scenarios to immerse the students in a rich and natural speech acquisition environment, so that they can be exposed to and input a large amount of Chinese knowledge in the scenarios, and learn to express their own feelings with certain patterns of discourse. The situational approach requires us to create situations for students, either natural or artificial ones. For example, when we talk about the geography and culture of China, we can take students to enjoy the beauty of nature, for example, when we talk about the "Huashan Mountain", we can take students to Huashan Mountain to experience the danger of Huashan Mountain. Artificially created scenarios may be more common in Chinese language classes. When we talk about culture, we can't avoid talking about Chinese tea culture, so how can we let students understand Chinese tea culture in an all-round way and realize its cultural connotation? We can artificially create scenarios, for example, students can

play a tea farmer, with the help of multimedia to match the tea farmer from sowing to harvesting to tea production, selling tea and a series of processes. You can also do a series of short stories including how tea spread around the world. Throughout the process of teaching, we can incorporate various aspects of aesthetic education, dress students in the clothes of tea farmers, other students to play the role of merchants or ordinary buyers. The use of multimedia to create a background, so that students in a real situation to grasp the tea culture, experience tea culture, and enhance their aesthetic quality. In addition to the scenario method, we can incorporate beauty education, we can also consciously incorporate beauty in other teaching methods. International Chinese teachers can also create new teaching methods according to different teaching objects and different teaching materials to meet the needs of students. At the same time, we should pay attention to the layout of the classroom environment, and decorate the classroom with some items with Chinese characteristics, such as Chinese knots, Chinese paintings, couplets and so on, so that students are in a good cultural atmosphere, which can also stimulate their desire to appreciate beauty.

3.3. Improvement of Teachers' Aesthetic Quality

At present, most international Chinese language teachers have not received training in aesthetic education, and their awareness of aesthetic education is insufficient and their theoretical knowledge is weak. This has led to the fact that many international Chinese teachers have no way to carry out aesthetic education in their actual teaching activities. First of all, international Chinese teachers can strengthen their theoretical training, understand the importance of aesthetic education and what is aesthetic education, how to implement aesthetic education in the teaching process according to the individual factors of the students, for example, for the younger children we need to give them aesthetic education, to meet the students' double aesthetic needs of the senses and the spirit, to give a simple, direct, easy and pleasurable aesthetic experience. For teenagers or adults, we need to give them sublime education and tragic education in teaching, sublime education can let the students in the majestic nature, art scene to broaden the mind, cultivate an open-minded personality, as well as the power to endure and resist the pain and frustration. Secondly, teachers should be equipped with cross-cultural aesthetic vision and teaching strategies. The process of aesthetic education in international Chinese language teaching is a complex mental activity and psychological process. Students' aesthetic psychological activities contain the basic processes of perception, imagination, understanding and emotion. We should pay attention to students' emotional feelings in the teaching process, have a certain cross-cultural aesthetic vision and pay attention to cultural conflicts. For example, in the teaching of color words, some colors that represent good luck and auspiciousness in our country may have different meanings in some countries, so we have to choose the appropriate teaching content in the process of teaching. International Chinese teachers should pay attention to certain teaching strategies when teaching Chinese knowledge, focusing on the dissemination of Chinese aesthetics while explaining Chinese knowledge, and promoting learners' comprehensive understanding of Chinese language and Chinese culture by means of distinctive and vivid images and through rich and interesting activities.

Finally, teachers' aesthetic education training can also be carried out regularly to improve the quality of teaching. With the current advanced network technology, a set of aesthetic education training courses can be designed specifically for international Chinese language teachers. This set of courses includes basic knowledge of aesthetics, art appreciation skills, and teaching methods to meet the different needs of teachers. In this way teachers will know the basic aesthetic knowledge and how to implement aesthetic education in their teaching. Experts in aesthetics and art education can also be invited to teach or give lectures, and their specialized knowledge and rich experience will help to improve teachers' teaching standards. Of course, in addition to regular training, resources for continuous learning, such as online courses and specialized books, can also be provided so that teachers can continue to improve themselves after work.

4. Conclusion

Aesthetic education in international Chinese language teaching is crucial to students' feelings and experiences of beauty. This paper emphasizes the importance of aesthetic education in international Chinese language teaching, and puts forward specific methods to carry out aesthetic education in international Chinese language teaching classrooms, which will efficiently mobilize the subjectivity and enthusiasm of students to participate in practical classroom activities, make them have a deeper impression of the knowledge in the classroom, and improve the students' aesthetic ability to perceive beauty, appreciate beauty, express beauty and create beauty. Integrating aesthetic education in the international Chinese teaching classroom emphasizes not only the rigor of language teaching and the conveyance of knowledge, but also the discovery and perception of sensual factors. We should focus on the transmission of beauty in Chinese language and Chinese culture while teaching Chinese language knowledge, innovate teaching methods, combine in-class learning and out-of-class practice, and promote the overall development of second language learners through distinctive and vivid ways of teaching, both in the first classroom and in the second classroom outside the classroom. International Chinese language teachers are the disseminators of China's excellent traditional culture and the transmitters of Chinese language knowledge. In addition to possessing solid knowledge of language and culture, scientific educational theories and advanced teaching methods, they should also have the spirit of keeping abreast of the times and continuous learning, keep

abreast of the trend of the times, utilize the latest multi-media tools, flexibly use various teaching resources, and improve their aesthetic interests while teaching students to communicate in Chinese, and realize the comprehensive development of the learners. aesthetic interest, and realize the comprehensive improvement of learners' quality.

To realize the comprehensive improvement of learners' quality.

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